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ABSTRACT

This book is a teacher's guide for the instruction of elementary students on the use of safety belts. The purpose of the book is to train students how and when to use a safety belt, and to encourage students to pass on this information to others. There are 20 learning activities, each designated for small or large group instruction. Teachers are encouraged to choose the activities most appropriate to their situation, grades K-6. There are illustrations and sample charts, as well as songs, for the activities. Also included are resource materials for implementing the activities. (MA)

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ED144844

Safety Belts

activity book

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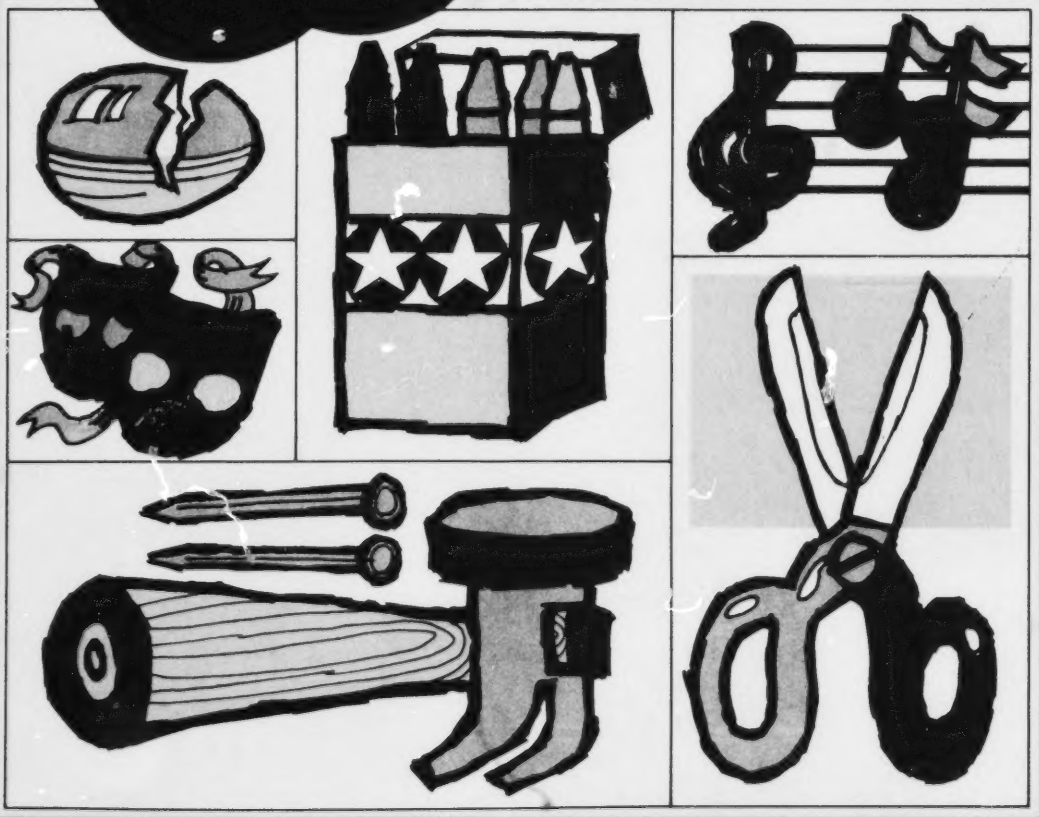

A GUIDE FOR TEACHERS OF GRADES K-6

SE 023 230

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Safety
Belt
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U.S. Department of Transportation
National Highway Traffic Safety Administration
Washington, D.C. 20590
February 1977

Safety Belts

Activity Book

a guide for teachers of grades K-6

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to the teacher

The average school student in the United States has many years of automobile travel to look forward to — first as a passenger, then as a driver. During these years, his or her chances of being killed or injured in an automobile accident are extremely high. These accidents remain the leading cause of death among young and middle-aged people in our nation.

Safety belts can reduce this toll dramatically. If every driver and passenger in every automobile in America would wear a safety belt, 15,000 lives would be saved every year. The 4 million personal injuries received in automobile accidents every year could also be substantially reduced. But safety belts can make this difference only when people wear them.

Most people will admit that putting on a safety belt is one of the simplest things they can do to improve their safety in an automobile. Safety belts have been installed in the front seat of most cars since 1964, and in the back seat since 1966. Numerous campaigns have directed the safety belt message to the public. Yet, only about 20 per cent of all motorists wear their belts with any degree of regularity.

As a teacher, you are in a position to exert your influence on behalf of the safety of your students. You can reach your students directly, convince them that belts are necessary to their safety and establish habits of use that will remain with them throughout their lives. In turn, your students can carry the same message to their families and friends.

about this book

The purpose of this *Safety Belt Activity Book* is twofold:

- to train students to use safety belts properly at all times in an automobile,
- to encourage students to urge others to use safety belts.

To accomplish this purpose, the book suggests twenty activities which have been divided into two sections: "Learning About Safety Belts" and "Telling Others About Safety Belts." Activities range from elementary for younger students or slow learners to more advanced for older students or quick learners. Materials to help you implement some of these activities have been included in the book.

Each activity has been designated for small group or large group use. Small group activities are intended for individual students or for several students working together. Their design is based on the premise that students work best when they can actually participate. Large group activities are meant to be used by one class working together or by one class hosting a presentation for another class.

Safety belt education and training can be handled as a subject in itself or as a component of other classroom activities. You might have a lesson on safety belts one time and, at another time, incorporate safety belt information into other instruction such as language arts, reading, social studies, general safety or handicrafts.

After reading through the activities, choose those that are most appropriate for the interests and abilities of your students. Review the *Automobile Safety Belt Fact Book* for additional information you can use to round out these activities. Although most activities can be used as they are, some may require adaptation to your particular needs and resources.

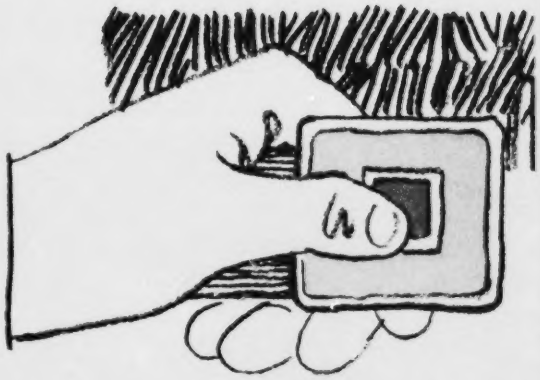
Background Information

Safety belts are straps of tight-weave, high-strength webbing attached to the frame of the car. All belts are self-adjusting or easily adjustable to fit snugly and to buckle and unbuckle instantly. Before using the activities in this book, you will need to know the correct ways to use the two types of safety belts: the lap belt and the lap-shoulder belt.

The Lap Belt

The lap belt is the simplest and most commonly used safety belt. The straps are attached to the frame of the car beneath or behind the seat and buckled over the body.

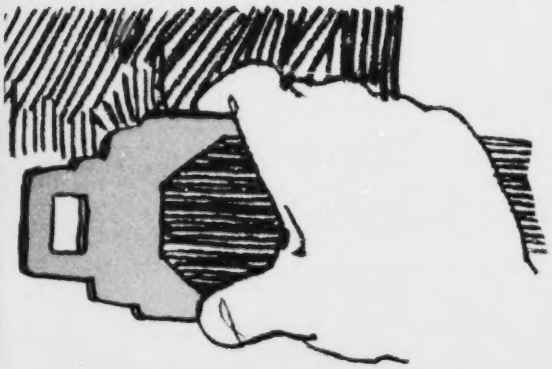
After seating yourself in the car, grasp the buckle and the flat metal "eye" end of your belt. Position the belt across the lap as low as possible across the hips (pelvis) below the waist. Be sure not to twist the belt.



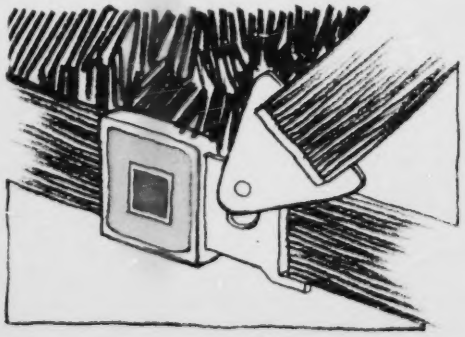
Insert the metal eye into the open end of the buckle until you hear the "click." Be sure the connection is made. If the belt is not self-adjusting, adjust it so that it fits snugly. To release, simply depress the pushbutton in the center of the buckle.

The Lap-Shoulder Belt

This safety system combines a lap belt with a shoulder belt. The shoulder portion passes diagonally across the body up and over the user's shoulder. This safety belt will provide maximum restraint.



One system uses two buckles — one for the shoulder belt, one for the lap belt. Be sure not to twist either belt when fastening. Adjust the shoulder belt to allow just enough slack to be comfortable. The shoulder belt portion should never be used without the lap belt portion in this system.



Another system allows the shoulder belt to be fastened to the lap belt connection. Before connecting the lap belt, insert the pin of the shoulder belt into the slot of the lap belt connection. Then buckle the lap belt. Adjust the shoulder belt to allow just enough slack to be comfortable. Be sure not to twist either belt when fastening. Releasing the lap belt disengages both belts.

Newer systems have a combination lap and shoulder belt using a single buckle. Both belts are self-adjusting. An inertia reel that locks the belt when the car makes a sudden stop or during an accident is connected to the shoulder belt.

Before applying the belt system, be sure the lap belt is fully returned into its retractor. Grasp the latch plate and pull it forward and upward across the body in a smooth, continuous motion. Insert the latch plate into the buckle until you hear the "click."

Safety Belts

Learning About Safety Belts

OBJECTIVES:

- To illustrate and explain two types of safety belts
- To demonstrate the correct positioning, adjusting, fastening and unfastening of safety belts
- To explain why it is important to wear safety belts
- To explain when safety belts should be worn
- To explain who should wear safety belts
- To reinforce safety belt information through related activities

Activity 1

(FOR SMALL GROUPS)

Using the four posters in the centerfold of this book, name and explain the two types of safety belts: the lap belt and the lap-shoulder belt. Discuss the various features of each type as explained in the Background Information.

Ask students to think of ways in which buckled safety belts work to save lives and reduce injuries. Make sure they mention that buckled safety belts:

- keep people from being thrown around inside the car, hitting the windshield, etc., when the car is stopped suddenly or when an accident occurs,
- keep people in the car from being thrown out of the car during an accident,
- keep the driver behind the steering wheel and in control of the car,
- hold people in a more comfortable and safe position.

Explain that most accidents occur very close to home — not just on the highways or at high speeds. It is important for *everyone* to wear a safety belt during *every* trip in a car.

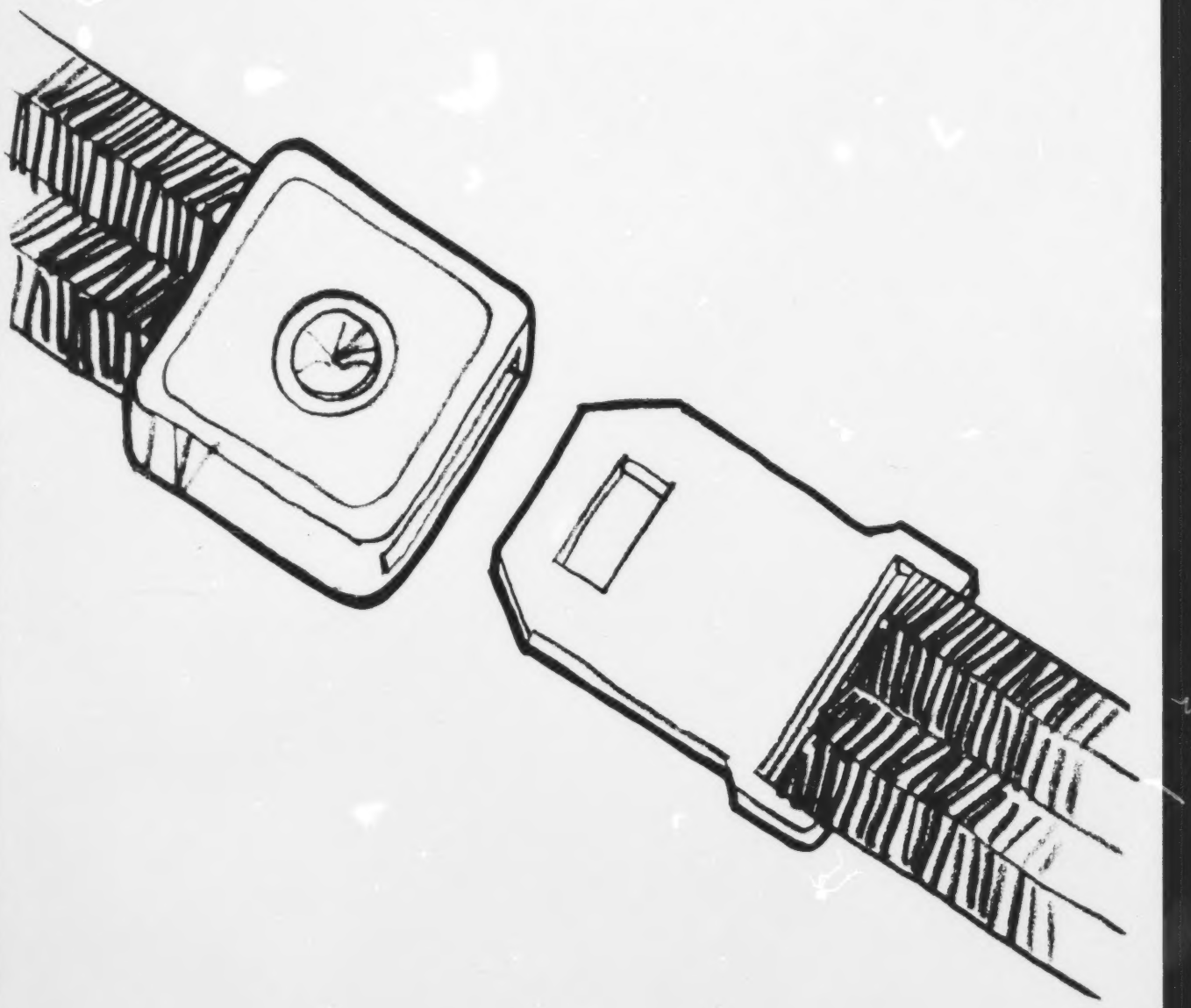
Activity

(FOR SMALL GROUPS)

Obtain safety belts (or an upholstered seat complete with belts) from such places as automobile associations, safety associations or high school driver education classes. When this is not possible, students can make their own safety belts using ribbon and the actual-size pattern of a buckle on the next page. This pattern can be traced onto a mimeograph stencil or onto cardboard for students to color and cut out. Some students can make lap belts while others make lap-shoulder belts. They can attach their belts to chairs with masking tape to simulate car seats.

Using the Background Information, demonstrate the correct positioning and adjustment of both types of safety belts and how to fasten and unfasten the buckle. Each student should have an opportunity to position, adjust and fasten the belts correctly.

Explain that to do their job, safety belts must be correctly positioned, adjusted and fastened.



Activity 3

(FOR SMALL GROUPS)

Following the instructions beginning on the next page, construct a car for an egg "passenger." Then test two safety belt claims from Activity 1 in trial runs with and without safety belts.

After you have constructed the car, younger students can participate by guessing what will happen before observing the trial runs. Provide the necessary materials for older students. They can construct the car by following the instructions under your supervision and complete the activity themselves. After the trial runs, ask students to draw conclusions about the effectiveness of safety belts.

You may want to vary the format of the trial runs to increase interest or to enhance the realism of the experiment. The car can be colored or painted to make it more attractive or a second toy car can be placed at the bottom of the ramp for a vehicle-to-vehicle crash. Test any variations to determine if they will work before presenting them to your students.

Activity

INSTRUCTIONS FOR ACTIVITY THREE

TESTING SAFETY BELTS

You can find out if safety belts:

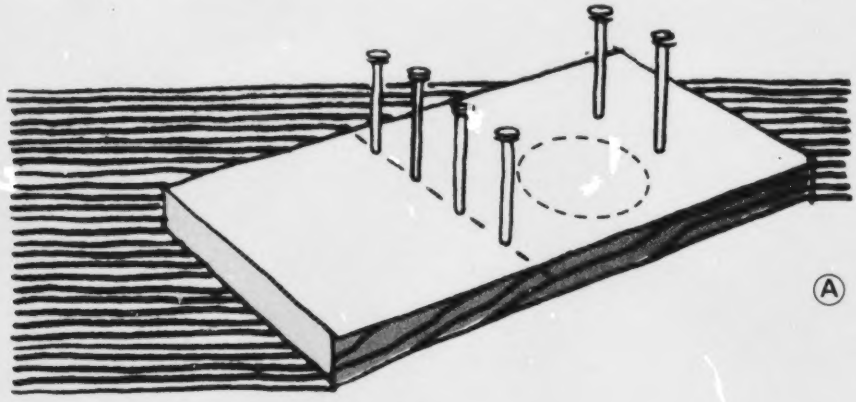
- keep passengers from hitting the inside of the car in an accident.
- keep passengers from being thrown out of the car in an accident.

You will need:

- a piece of wood for the car board — 3/8-inch thick, 3 to 6 inches wide and 6 to 12 inches long
- 10 nails or wood screws 2 to 3 inches long
- 1 styrofoam coffee cup
- 4 empty thread spools (wood or plastic)
- a bar of soap
- a piece of heavy paper
- a tissue or a paper towel
- some wide rubber bands or narrow masking tape
- 2 thumbtacks
- a pencil
- wax paper
- a board for a ramp — 1/4 to 1 inch thick, twice as wide as the car board and 30 to 60 inches long
- two or three raw eggs
- hammer, scissors, screwdriver (if you are using wood screws)

DO THIS TO MAKE THE CAR:

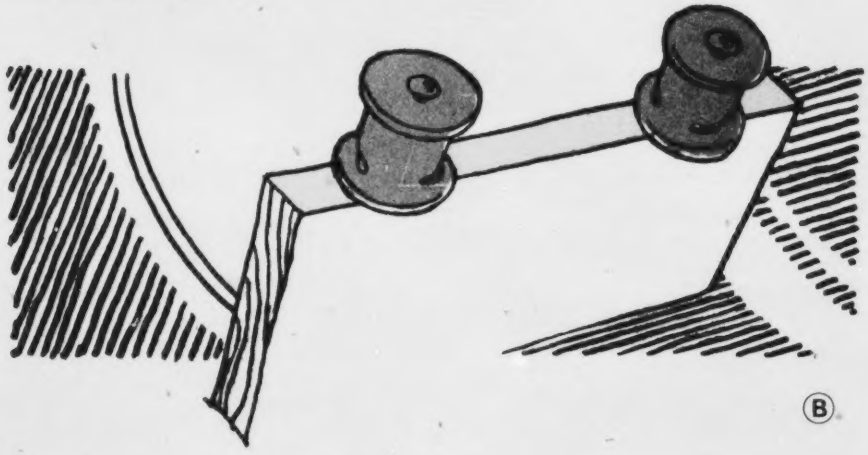
1. Look at picture A. Pound 4 nails into the car board in a row like picture A. This makes the dashboard of the car. Make sure that at least 1/2 inch of each nail is sticking out of the board.



Ⓐ

2. Look at picture A again. The circle shows where the coffee cup will go. Pound 2 nails into the car board behind where the cup will go. Make sure the cup will fit against the 2 nails.

3. The 4 spools will make the wheels. Rub both ends of the 4 spools with the bar of soap. This will help the car roll smoothly. Slide the 4 spools over 4 nails. Look at picture B. Pound the 4 nails with the spools on them into the edges of the wood at the ends. Do not pound the nails too tightly against the spools or the car will not roll.



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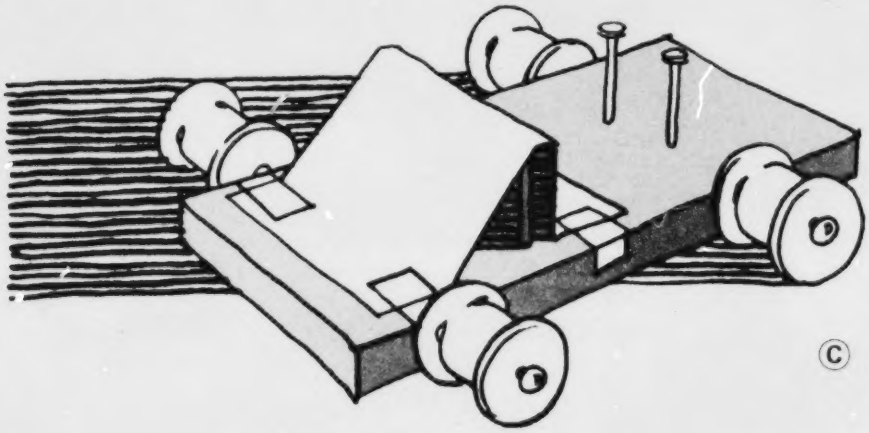
4. Look at picture C. The piece of paper will make the dashboard and hood of the car. You may need to cut the paper to make it fit. Tape the paper over the nails so your car looks like picture C.

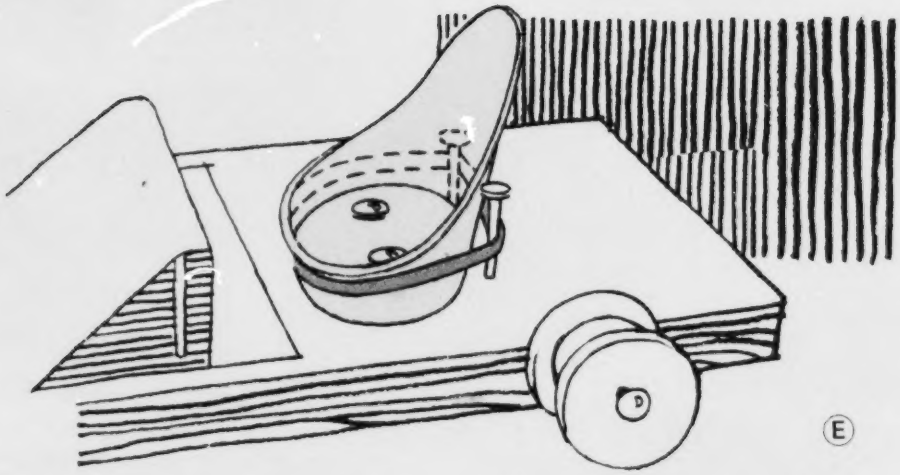


Ⓒ

5. The coffee cup will make the seat. Look at picture D. Draw a seat on the coffee cup so it looks like picture D. Cut it out with scissors.

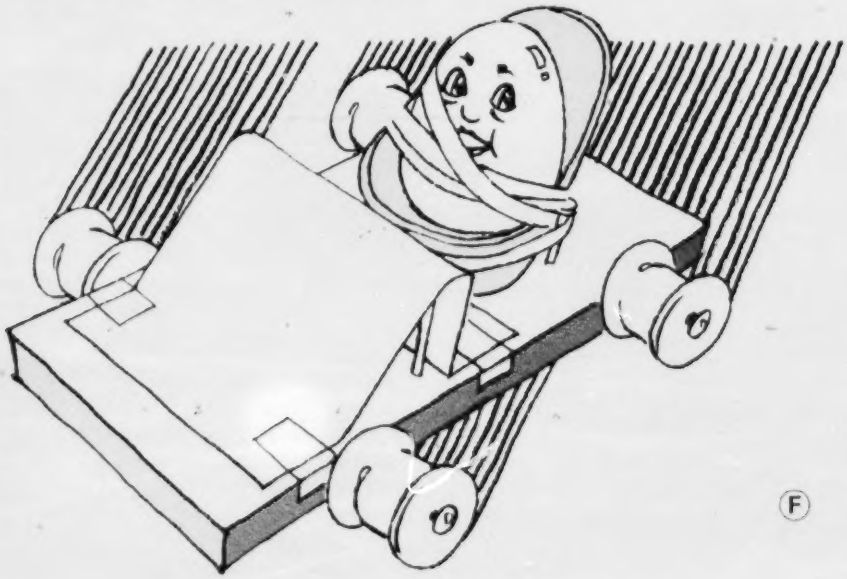
Ⓓ

6. Look at picture E. Put the seat against the 2 nails in your car board. Put the 2 thumbtacks through the bottom of the seat into the wood. Put a rubber band around the seat and the 2 nails.



(E)

7. Test to see if your car rolls straight and smoothly. You can help the car roll smoothly by bending the nails with the spools on them a little bit.
8. Put some tissue or a paper towel inside the seat at the bottom. This makes a pad for your passenger.
9. The eggs will be your passengers. Look at picture F. Put one of the eggs in the seat of your car. Now you are ready to make safety belts for your passenger. Use wide rubber bands or narrow masking tape to make the safety belts. Put the rubber bands or the masking tape around the egg and the seat so they look like picture F. The rubber bands or masking tape should fit tightly around the egg. They should not be too high or too low.



(F)

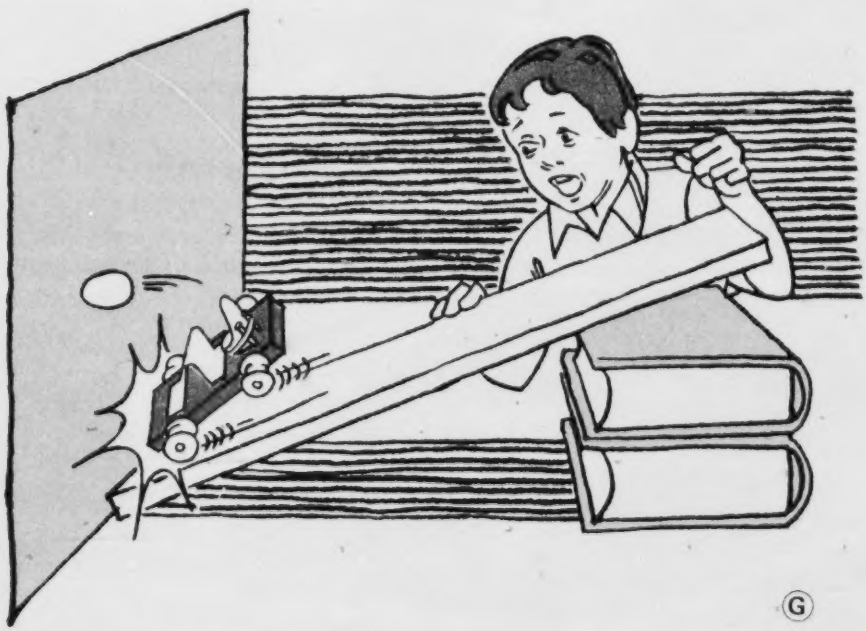
10. Test the safety belts to see if they fit. Hit the front of your car with the palm of your hand. Watch to see if the egg moves. If the egg moves, make the safety belts tighter or move them up or down. Keep trying this test and fixing the safety belts until the egg does not move.

Now you are ready to find out if safety belts:

- keep passengers from hitting the inside of the car in an accident.
- keep passengers from being thrown out of the car in an accident.

DO THIS TO TEST THE SAFETY BELTS:

1. Look at picture G. Put one end of the ramp board up on books or a chair seat. Put the other end on the floor near a wall. Your ramp should look like picture G. Put wax paper on the floor around the end of the ramp near the wall.

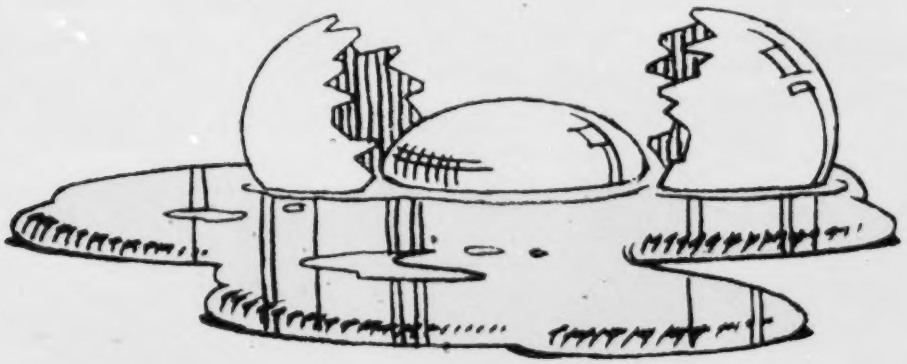


(G)

2. Make sure the egg is in the car seat. Make sure the safety belts are in place around the egg. Now put your car at the top of the ramp. You are going to see what happens when a passenger is wearing safety belts in an accident. When you are ready, let go of the car. Do not push the car. Let the car roll down the ramp.

   What happened? Did the egg hit the inside of the car? Was the egg thrown out of the car?

3. Now take the safety belts off the egg in your car. You are going to see what happens when a passenger is NOT wearing safety belts in an accident. Make sure the egg is in the car seat. Put your car at the top of the ramp. When you are ready, let go of the car. Do not push the car. Let the car roll down the ramp. What happened this time?



4. Now go back and do step 2 again. What have you found out about safety belts?.

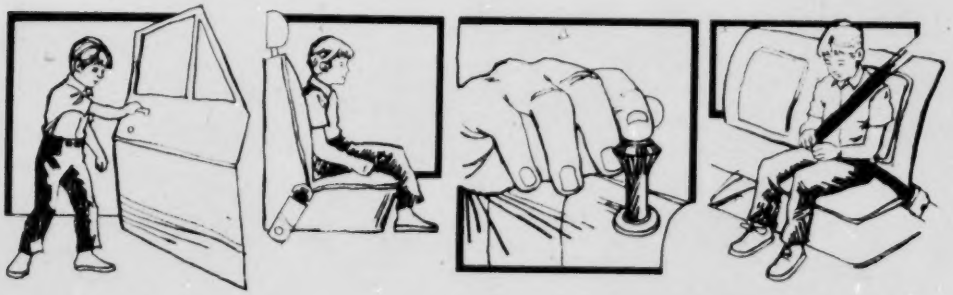
Activity

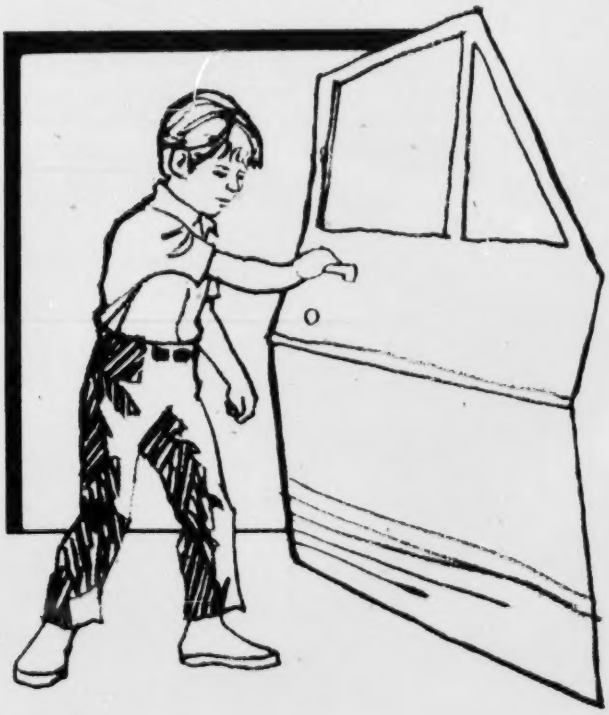
(FOR SMALL GROUPS)

The illustrations below show the proper sequence of events for getting ready to ride in (or to drive) a car. A larger version of these illustrations appears on the next page for you to trace onto a mimeograph stencil and hand out to your students. Ask students to think of a correct sequence of events before handing out the mimeographed sheets. Students can then color their handouts, cut them apart and put them into the correct order as shown below.

You may also want to have students think of a continued sequence of events for the driver:

- Open door
- Sit in seat
- Close and lock door
- Fasten safety belt
- Ask all passengers to fasten safety belts
- Start engine
- Check amount of gasoline
- Release hand brake
- and so on





Activity 5

(FOR SMALL GROUPS)

Ask your students to develop or aid them in developing a list of automobile safety devices — including safety belts. List the functions of each device.

EXAMPLES:

WINDSHIELD WIPERS, DEFROSTERS
clean rain, snow, ice and vapor off windshield

BRAKE LIGHTS
visual warning device of car slowing down or stopping

BLINKER/FLASHER
visual warning device of car stopped along roadside or traveling slowly in fast-moving traffic

HORN
warning device; draws attention

BUMPER
absorbs impact; prevents or minimizes damage to car

FENDER/MUDGUARD
catches "flying objects" such as mud, rocks or water

FASTENED SAFETY BELTS
reduce injuries and save lives by:

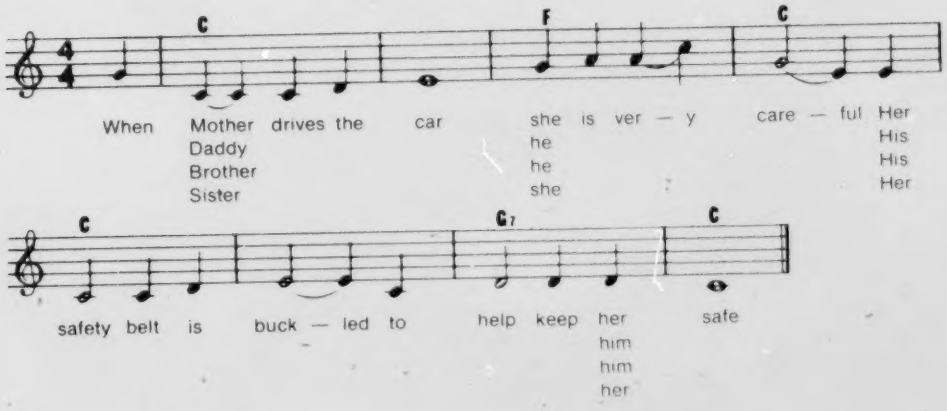
1. keeping people from being thrown around inside the car, hitting the windshield, etc., when the car is stopped suddenly or when an accident occurs
2. keeping people in the car from being thrown out of the car during an accident.
3. keeping the driver behind the steering wheel and in control of the car
4. holding people in a more comfortable and safe position
5. preventing people from being injured or knocked unconscious during an accident so that they are more likely to be able to help others after the accident has occurred.

Activity 6

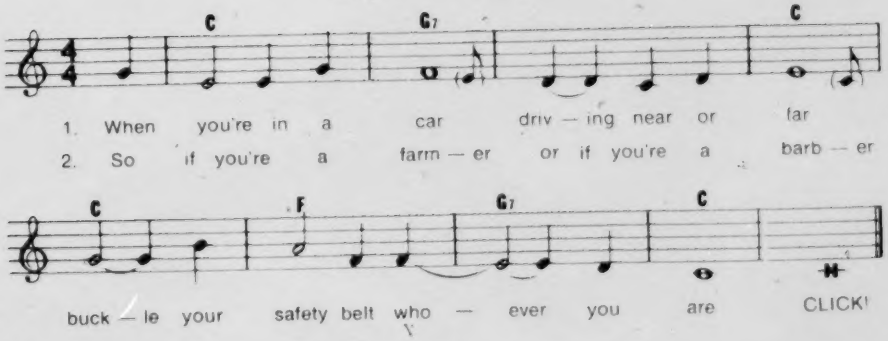
(FOR SMALL GROUPS)

Teach your students the safety belt songs below and on the next page. The lyrics to these songs can be accompanied by motions such as: fastening a safety belt to "click," digging to "farmer," cutting to "barber," pointing to one another for family members. Students can think of their own ways to act out these songs.

DRIVING THE CAR


C F C
When Mother Daddy Brother Sister drives the car
she is ver — y care — ful Her His His Her
he
he
she
C G7 C
safety belt is buck — led to help keep her him him her safe

WHOEVER YOU ARE


C G7 C
1. When you're in a car driv — ing near or far
2. So if you're a farm — er or if you're a barb — er
C F G7 C
buck — le your safety belt who — ever you are CLICK!

WEAR IT EVERY TRIP

(to be sung to the tune of "Old MacDonald Had a Farm")

1.
Safety belts are not for jokes
Here's a safety tip
For yourself and for your folks
(I) wear it every trip
(Mom wears)
(Dad wears)
(Sis wears)
(Brother wears)

With a "click-click" here
And a "click-click" there
Here a "click"
There a "click"
Everywhere a "click-click"

Safety belts are not for jokes
Wear them every trip.

2.
Everybody's wearing belts
Now we're on our way
(I'm) the first to "click" (my) belt
(Mom's) (her)
(Dad's) (his)
(Sis is) (her)
(Brother's) (his)
"Click" them every day

With a "click-click" here
And a "click-click" there
Here a "click"
There a "click"
Everywhere a "click-click"

Everybody's wearing belts
Now we're on our way.

WEAR YOUR SAFETY BELT

(to be sung to the tune of "Frerè Jacques")

1.
(may be sung as a round)
Wear your safety belt
Wear your safety belt
Every trip
In your car
You'll be safer with it
You'll be safer with it
So will Mom, so will Dad

2.
I wear safety belts
I wear safety belts
Every trip
In the car
I am safer with it
I am safer with it
So is Mom, so is Dad

3.
(to be sung alternately by two groups)
Group I: Wear your safety belt
Group II: I wear safety belts
Group I: Every trip
Group II: In the car
Group I: You'll be safer with it
Group II: I'll be safer with it
Group I: Your family, too
Group II: My family, too

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Activity 7

(FOR SMALL GROUPS)

Below is an example of a completed crossword puzzle. Put this puzzle on the board without answers and have individual students complete parts of it. You might also redraw the puzzle on a mimeograph stencil and hand it out for students to complete.

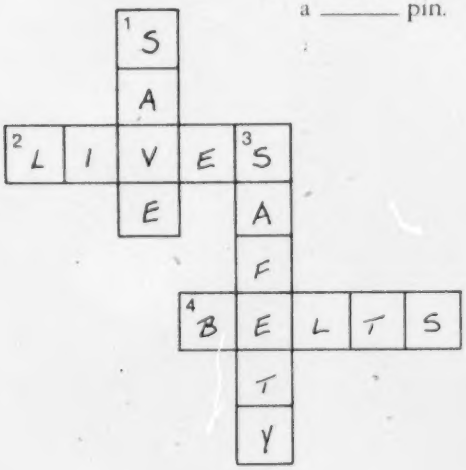
Encourage students to create their own puzzles using as many safety belt-related clues and words as possible. Students can then exchange their puzzles and complete them.

ACROSS

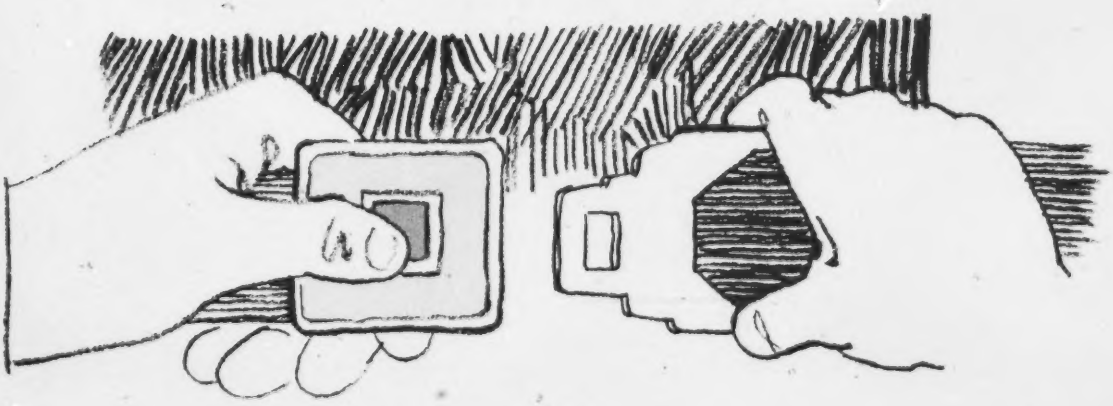
2. A cat has nine of them.
4. You wear them to keep your pants up.

DOWN

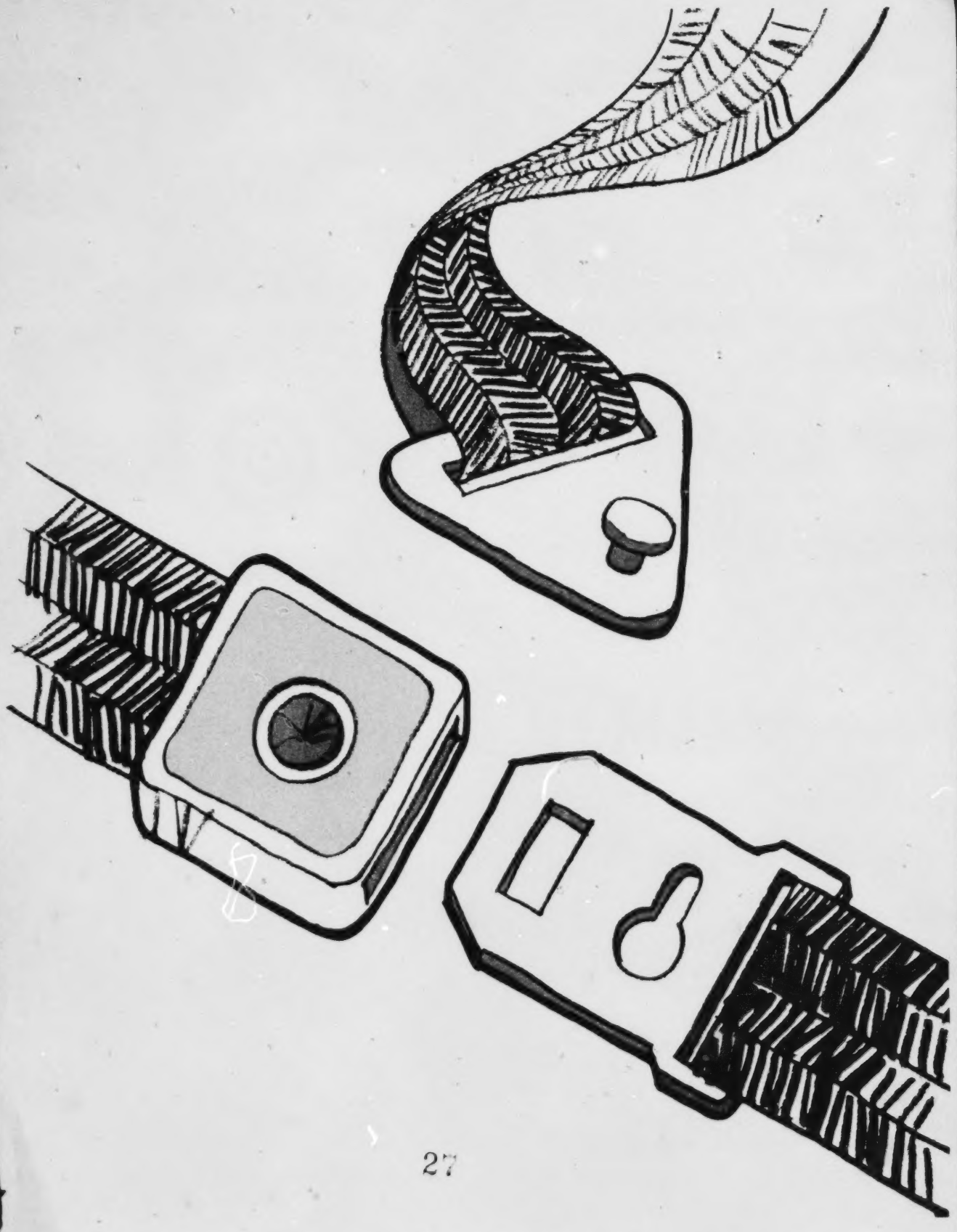
1. What you do with baseball cards, what your parents do with trading stamps, what a lifeguard does with swimmers, and what a bank does with money.
3. If you lost a button, you might need a _____ pin.



Make a sentence of the four words in the puzzle.



Activity 1



Activity 8

(FOR SMALL GROUPS)

Start a collection of pictures from magazines and newspapers showing adults, teenagers and children in cars. Students can add to your collection or have them start the collection themselves. Have them notice how many pictures show people wearing safety belts and how many do not. Ask the students to name the types of safety belts they see in the pictures. Using crayons or felt tip pens, students can add lap belts and lap-shoulder belts to the pictures that do not show safety belts. They can look at the posters from Activity 1 to help them draw the belts correctly.

You may want to have students make a collage on heavy paper to preserve and display their picture collection. They can collect additional pictures of cars, streets, highways and other traffic symbols to round out the collage. Cut-out paper letters forming a safety belt slogan can be added. Suggestions for slogans appear in Activity 10. Display the finished collage in the classroom, on a bulletin board, in a hallway or in the school lunchroom.

Activity

(FOR SMALL GROUPS)

Ask students who should wear safety belts and when safety belts should be worn. Make sure they say that safety belts should be worn by *everyone* during *every* trip in a car. They should know it is just as important to wear safety belts for short trips around town as for long trips on the highway.

To illustrate this point, have students complete a mural showing that there are many places in the city and on the open road where cars may need to stop quickly. A basic background for this mural has been provided at the back of this book.

Have students look at the mural and identify potential quick-stop hazards they see in both the urban and the rural illustrations. Some potential hazards have been included in the mural: the intersection, fire station, construction zone, cattle crossing, open manhole cover, large puddle, etc.

Ask students to use their imaginations to think of other hazardous situations where cars might need to stop quickly: a truck unloading goods in the city, an automobile accident, cyclists, etc. They should then illustrate these original situations by adding people, cars, trucks, animals, traffic lights and signs and whatever to the mural with crayons, felt tip pens or paints.

They could also draw pictures on other sheets of paper or find pictures in magazines, cut them out and paste them on the mural. Students should identify each quick-stop hazard they illustrate with a large "X," an arrow or some other symbol. Finally, they can color the background of the mural.

Cut-out paper letters forming a safety belt slogan or reminder can be added to the mural. Suggestions for slogans appear in Activity 10. Display the finished mural in the classroom, on a bulletin board, in the hallway or in the school lunchroom.

Activity 10

(FOR SMALL GROUPS)

Supply materials and have students make original safety belt posters. Large sheets of construction paper or poster board are good for this. Students can draw on the sheets with crayons, felt tip pens or paints or they can cut simple designs from colored paper and paste them on the sheets.

Ask students to think of original slogans to use as focal points of their posters. Tell them they can use the facts they have learned about safety belts for ideas: who should wear safety belts, when people should wear safety belts, why people should wear safety belts. The example slogans below may also be used for ideas. Display the finished posters in the classroom, on a bulletin board, in a hallway or in the school lunchroom.

EXAMPLES:

A cat has nine lives. You don't. WEAR SAFETY BELTS.

Wherever you go — BUCKLE UP FIRST!

Airplane pilots (racing car drivers, etc.) wear safety belts. Do you?

Buckle up for safety.

Safety belts save lives.

Good drivers wear safety belts. Good passengers wear safety belts, too.

Ask a friend (your mom, your dad, etc.) to buckle up. It shows you care.

It's smart to be safe. BUCKLE UP.

Activity 11

(FOR SMALL GROUPS)

Read through this activity to familiarize yourself with the process. Then supply materials and guidance and ask students to take a survey about safety belts. Tell them they can find out:

- what age groups most often wear safety belts,
- if more males or females wear safety belts,
- some reasons why people wear or do not wear safety belts.

Explain that the survey has three steps: (1) gathering information, (2) organizing the information and drawing conclusions, (3) reporting the information. Tell them what they will need to do to complete each step of the survey before they begin the activity.

Mimeograph the sample interview form below or devise one of your own. Hand out at least 10 copies to each student. Make sure they understand that they are to interview both students and drivers (parents, teachers, neighbors, relatives, etc). Discuss with them the questions that need to be answered when they interview people. You may want to have them interview each other for practice. Then tell them how much time they have to return the completed forms — three days, a week, whatever.

Sample Interview Form

Do you wear safety belts when you drive or ride in a car?

_____ almost always

_____ sometimes

_____ almost never

Why do you wear (or not wear) a safety belt?

_____

_____

Sex: _____ male _____ female

School grade _____ Driver _____

Copy the information organization chart below onto the blackboard or a large sheet of paper. When the students have completed all their interviews, have them fill in the chart with the results of their survey.

SURVEY RESULTS

		Almost always wear safety belts	Sometimes wear safety belts	Never wear safety belts	Total
School grade (riders)	K-3				
	4-6				
	7-8				
	9-12				
Drivers	high school				
	other				
Sex	male				
	female				
Reasons most often given why belts *are not* worn					
Reasons most often given why belts *are* worn					

When all the information has been organized on the chart, ask students to draw some conclusions from it. Have the students give some reasons why they think their survey results came out as they did. Discuss this with them.

Guide the students in writing a survey report. The report should include: what the students wanted to find out, who was interviewed, what the results were and why the students think the results came out as they did. The finished report could be displayed in the classroom or published in the school newspaper.

Activity 12

(FOR SMALL GROUPS)

Read students the story "Amy's Big Sister" on the next two pages. Ask students to choose roles and act out the events of the story using their own words. They can use chairs, desks and the safety belts from Activity 2 for props. Additional role-play situations are suggested below. Tell the students they should use as many safety belt facts as they can when acting out these situations. Have students think of additional role-play situations and act them out.

SUGGESTIONS:

A family — Mother, Father, sisters and brothers — are going on a camping trip. Everyone gets in the car. Father tells everyone to lock the doors. One of the children tells everyone to fasten their safety belts. What happens next?

Two cars have been involved in a minor accident on a city street. Members of the police force come to investigate the accident. They ask if anyone in either of the cars was wearing safety belts. All the people in one car were wearing safety belts. No one was wearing safety belts in the other car.

A mother is taking her children and some of their friends to the movies in the car. She asks the children to fasten their safety belts. Some of the children don't want to fasten their safety belts.

Two astronauts have just splashed down after orbitting the earth for four days. They are telling a group of newspaper and television reporters when and why they wore safety belts during their trip.

AMY'S BIG SISTER

It was Saturday, and Amy had some exciting news. Her big sister Barb had just passed her driving test that morning! Barb was sixteen, the oldest kid on the block, a cheerleader, an honor student in school and the first one to get a driver's license.

Amy ran out the door right after lunch and found her friends in a yard down the street. She told them the news as soon as she saw them. Right away, her friends wanted to know everything Barb had said about driving. Was it fun? Was it hard? Were there lots of things to remember?

"Well," Amy began, "you have to signal if you're going to make a left turn or a right turn. And a stop sign really means stop — not just slow down and then go again. And if you ever get sleepy, you should pull off the road and take a nap. You should always be wide awake when you're driving."

Amy noticed that her friends were waiting for her to go on. What else had Barb said in the past few weeks? Then she remembered a rule her family had about driving or riding in the car. Barb had heard it in school, too.

"You should always put on your safety belt," Amy told them, "even if you're only going a couple of blocks."

"Aw, that's just for the driver," one of the boys sneered.

"No!" Amy told him. "That's not true. Everyone in the car should have one on. Even Barb's driving teacher told her that."

Just then, Amy saw her father's red car coming down the street. Barb was driving all by herself! When Barb parked the car, all Amy's friends went running over to meet her. They liked Barb because she was never too busy to talk to them — even if she was older. The first thing they wanted to know was whether she was wearing her safety belt. Barb laughed.

"Of course I am," she said.

"What for?" asked one of Amy's friends.

"Because safety belts are really important," Barb explained. "I wear mine at all times in the car. And I make sure everyone else in the car does, too. Now that I'm driving, I'm responsible for the people who ride with me. That's why everyone has to buckle up before I even start the engine."

"Why is it so important?" a girl asked.

"For lots of reasons," Barb answered. "You can be tossed or bounced around in the car if the driver has to make a fast stop — like if a dog runs out in the street or something. And safety belts can save your life or keep you from getting seriously hurt if there's an accident. Know who proved that?"

"Who?" they asked.

"The government and safety experts and car designers, that's who!"

"Wow, I didn't know that," Amy said. She could hardly believe all the things Barb knew.

"O.K., Amy," Barb said. "Want to ride with me to get Dad at work?"

"Sure!" Amy said. She had been waiting to take a ride with Barb for a long time.

Amy got into the car and fastened her safety belt. She waved to her friends proudly as she and Barb drove off. She felt good and safe knowing that her sister was such a good driver.

"When I get old enough to drive," Amy thought to herself, "I'll get to wear a safety belt in the driver's seat."

That was a secret promise Amy kept to herself for a day not too far off. But right then, she was just glad to have Barb for a sister.

Activity 13

(FOR A LARGE GROUP)

Ask a safety authority from the community to talk to your students first-hand about safety belts. This person could be a member of the police force, a National Safety Council representative, a safety director of a local industrial plant, whatever.

Tell the students beforehand who the speaker is and when he or she is coming. If there will be a question and answer period after the talk, discuss with students some questions they may want to ask the speaker about safety belts.

Safety Belts

Telling Others About Safety Belts

OBJECTIVES:

- To carry the safety belt message to others
- To use personal influence to get others to wear safety belts at all times in a car

Activity 14

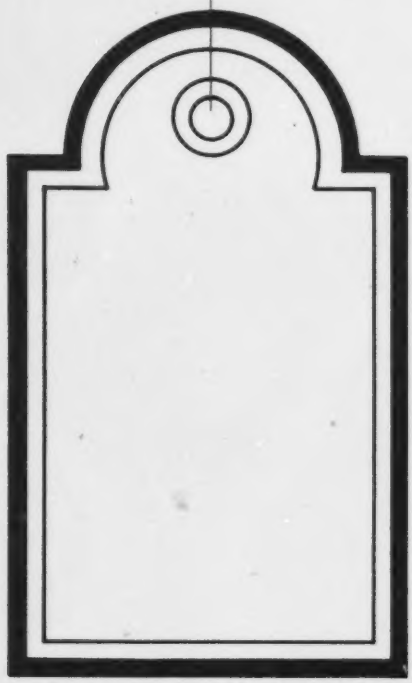
(FOR SMALL GROUPS)

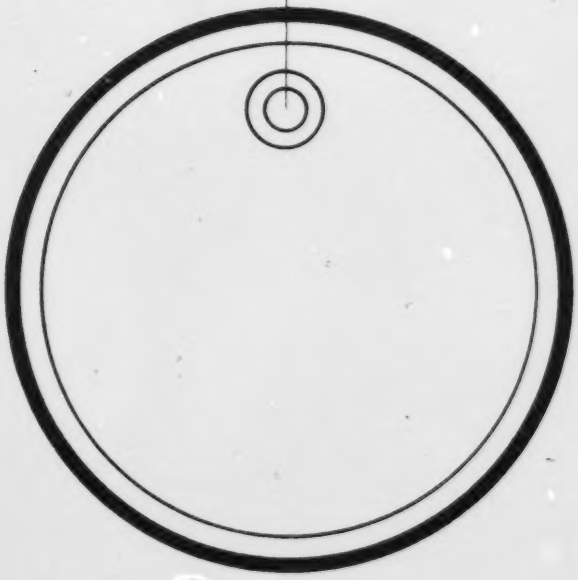
Have the students make tags to be hung in the family car to remind the driver and other passengers to fasten their safety belts. They can make original tags from construction paper and decorate them with safety belt pictures or slogans. Suggestions for slogans appear in Activity 10. You can also trace the tag patterns on the next page onto a mimeograph stencil and give the students handouts to decorate and cut out.

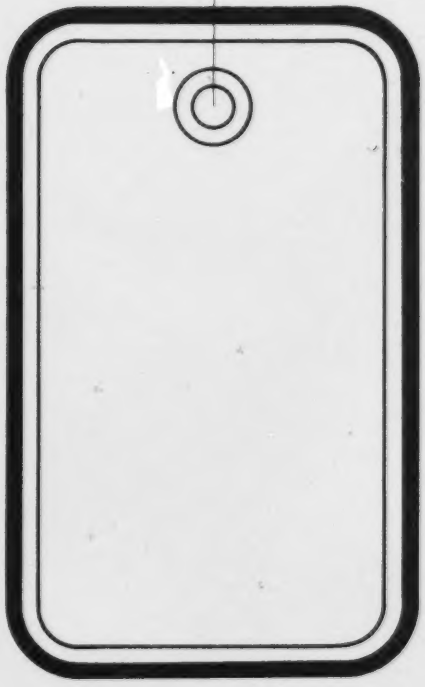
Have the students take their tags home for use in the family car. Ask them to encourage their parents and other family members to use safety belts at all times in a car.

Activity

14







Activity 15

(FOR SMALL GROUPS)

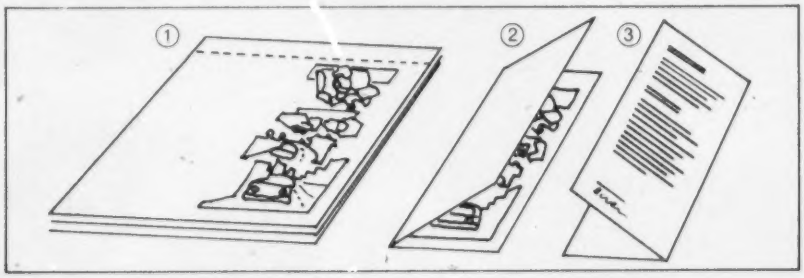
Have the students complete a safety belt brochure to take home to their parents. Trace the pictures on the right-hand side of the next page as shown below onto a mimeograph stencil as shown in illustration 1 below. Give students one handout each and have them fold it in half length-wise with the drawing inside as shown in illustration 2 below.

Ask students to use crayons or colored pencils to design the cover of their brochure. This design could include pictures and/or slogans. Suggestions for slogans appear in Activity 10.

On the blank inside page, ask younger students to copy a message you have put on the board asking their parents to wear safety belts. Older students can develop and write their own messages, a personal letter to their parents or an essay telling why safety belts are important. Encourage them to use as many safety belt facts as they can.

Students can color the pictures on the opposite inside page with crayons or colored pencils. Point out that they should add a safety belt to the figure in the seat. Younger students can copy sentences below these pictures from the board. Older students can write their own sentences.

Copy the information about special safety seats on the left-hand side of the next page onto the board. Ask students to copy it onto the back of their brochures as shown in illustration 3 below. Have the students take their brochures home and ask them to make sure their parents read them.



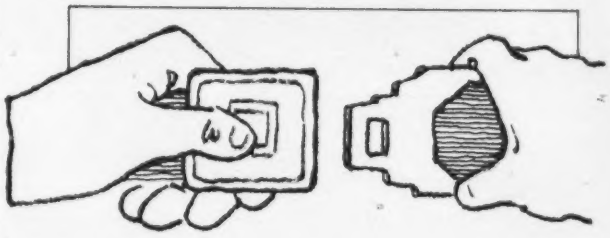
SMALL CHILDREN NEED SPECIAL SAFETY SEATS

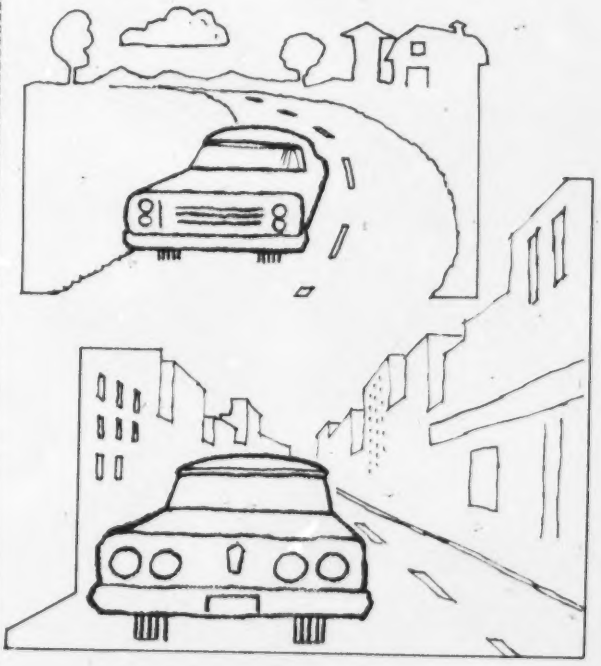
Children under four years old or who weigh less than 40 pounds should not use lap belts. Children less than 55 inches tall should not use shoulder belts.

Mom and Dad, your arms are usually the safest place for a baby. But in a car, this is not true. Never fasten yourself and a child into one safety belt. In a car accident, these places are not safe for small children.

Please show your love. Buy *and use* car safety seats for your small children. Read and follow carefully the instructions that come with the seats.

Thank you.
(Signature)





Activity 16

(FOR SMALL GROUPS)

Ask students to make tags with safety belt pictures or slogans to wear. They can design their own tags and cut them out of colored paper or you can adapt the tag patterns in Activity 14 and mimeograph them to hand out.

Students can pin on their tags and wear them. You may want to have them designate one day as "Safety Belt Tag Day." Each student could make several tags — one to wear and several to pass out to other students and teachers on the special day. Encourage the students to tell others that wearing safety belts is important as they pass out the tags.

Activity 17

(FOR SMALL GROUPS)

Have students write original poems, short stories or articles on the theme of safety belts. Read the samples below to them to help them think of ideas. Tell them to incorporate as many safety belt facts as they can into their poems and short stories. Explain that the purpose of the article is to convince other students their own age to wear safety belts and that facts can support this approach.

A collection of these poems, stories or articles can be posted on bulletin boards — perhaps to coincide with a PTA meeting or other time when parents will be in the building. The poems, stories or articles can also be published in the school newspaper or in a special "literary magazine" about safety belts.

SAMPLE POEMS:

DRIVING HOME

We're driving home
From Grandma's tonight.
We've put on our safety belts
All snug and tight.
Turning the corners,
Driving fast, driving slow.
The moon seems to race us
Wherever we go.

MARY

Mary had a safety belt
in her family car.
Mary wore it all the time
riding near or far.

SAMPLE SHORT STORY:

KEVIN'S IDEA

Kevin and his father were driving to the baseball game.

"Dad," Kevin said. "How come you don't wear your safety belt?"

Kevin's father laughed. "Come on, Kevin," he said. "You don't need a safety belt just to go a few miles. Now if we were going on a vacation, that would be different. It can be dangerous driving fast on the highway."

Kevin thought about all the things he had learned in school about safety belts. One thing he knew was that many accidents happen at slow speeds not far from home. Kevin wondered if his dad would get angry if he told him that. Maybe Dad would think he was acting smart.

Dad stopped the car for a red light. Then Kevin had an idea.

"Dad," Kevin said. "I know you think it's pretty safe driving in the city, but I'm going to buckle my safety belt anyway. I think car accidents can happen anywhere."

"You know," Kevin's father said, "you might have a point there. I'll buckle up, too. O.K.?"

"O.K.," Kevin said, smiling. His idea had worked like a charm.

SAMPLE ARTICLE:

SAFETY BELTS KEEP PEOPLE SAFE

Do you know how important it is to wear safety belts in cars? Do you think it is too much trouble or not worth the bother? That is not true!

Here are some facts. Your chances of *not* getting hurt in a car accident are much greater if you are wearing a safety belt. Safety belts are easy to fasten, too. It takes only a few seconds.

Be smart. You can learn the facts about safety belts and tell them to others. Fasten your safety belt before every trip in a car. Come on! Buckle up!

Ask your family to buckle up, too. Tell them to wear their safety belts because you love them.

Activity 18

(FOR SMALL GROUPS)

Ask the students to write letters suggesting action that influential individuals or organizations could take to increase the use of safety belts. Students should think of appropriate actions for various organizations, write letters asking that these actions be taken and then send the letters. Read the sample letter on the next page to them to help them write their own letters.

You may want to use this activity as part of other lessons on the structure and responsibilities of government, business, service and fraternal organizations, associations, organized religion or the mass communications media. Stress that one way citizens can influence the activities of these groups is by writing letters.

8226 Maple Ave
Blackston, Ill. 60639
May 16, 1976

Acme Fast Food Corporation
456 Main Street
Chicago, Illinois 60601

Gentlemen:

I noticed in your commercial on television that you show adults, teenagers and children riding home from one of your restaurants with bags of hamburgers and french fries.

These people are not wearing safety belts. In fact, the commercial shows the safety belts lying on the seats beside the drivers and passengers.

I am sure you know how important safety belts are. They save lives and keep people from being seriously hurt. Please do everything you can to get people to wear safety belts by showing safety belts on the people in your commercials from now on. Thank you.

Sincerly,
Sally Smith

Activity 19

(FOR A LARGE GROUP)

Have your students plan a program about safety belts to present to another class. They can use any ideas from the first eighteen activities that seem appropriate. For example, your students could:

- lead another class in a discussion of the posters (Activity 1),
- demonstrate the proper use of safety belts (Activity 2),
- demonstrate the car and egg experiment from (Activity 3),
- present the first things to do when getting into a car (Activity 4),
- teach the safety belt songs (Activity 6),
- hand out their original crossword puzzles (Activity 7),
- discuss the quick-stop hazards on the mural (Activity 9).
- involve another class in the role play situations (Activity 12),
- invite another class to listen to the speaker (Activity 13).

Students could decorate the classroom with their original posters (Activity 10) or the collage (Activity 8) on the day of the presentation. They could also hand out the tags from Activity 16 at the end of the presentation.

If students would like to do something entirely different for this presentation, they can give the safety belt play on pages 55, 56 and 57 of this book. Have the students read the play and rehearse it with appropriate props before giving the presentation to another class.

AND NOW THE NEWS. . .

A short play about safety belts and people

Background: A news editor of a TV station has just received a safety report from Washington. The report shows that more people are being hurt in car accidents than ever before. The editor tells two reporters to interview people on the street to find out if they use safety belts when driving or riding in cars. The interviews are to be part of that evening's news.

Think of props you can use for microphones and a TV news desk. You can add any other props you wish. Make sure they fit into the play.

Choose people to play the eight parts listed below. Rehearse the play several times before you present it for another class. At the end of the play, ask your audience to talk about what they have seen and heard in the play.

Cast of Characters

TV News Editor (boy or girl)
TV News Commentator (boy or girl)
Kate, a TV news reporter
Mike, a TV news reporter
Woman 1
Man 1
Man 2
Woman 2

(TV news editor sits at desk. Desk is covered with papers. Editor picks up a piece of paper, stares at it and then pounds the desk.)

TV NEWS EDITOR: Kate! Mike! Get in here!

(KATE AND MIKE COME FORWARD TO EDITOR'S DESK)

KATE: What's happening?

MIKE: What's goin' on?

EDITOR: People, that's who. Careless people, that's what. When are they going to learn?

MIKE: Learn what?

EDITOR (PICKS UP PIECE OF PAPER. SHAKES PAPER WHILE TALKING):

This report says that too many people are being killed and hurt in car accidents.

MIKE: So what?

EDITOR: So what! They don't have to be, that's what.

KATE: I don't see what we can do about it.

EDITOR: Well, I do. And we're going to do it on the six o'clock news.

MIKE: Tonight?

EDITOR: Tonight. Now here's what I want you to do . . .

(EDITOR, KATE AND MIKE HUDDLE TOGETHER AS THOUGH TALKING)

(TV NEWS COMMENTATOR ON OTHER SIDE OF ROOM BEGINS TALKING AS EDITOR, KATE AND MIKE HUDDLE TOGETHER.)

COMMENTATOR: This is the six o'clock news. And now the news. Thousands of people are being killed and hurt in car accidents because they don't protect themselves. This fact was announced today in a special report from Washington. According to the report, many people refuse to use safety belts when driving or riding in cars. To find out more, we sent two reporters out. They asked people if they used safety belts. This is what they found out . . .

(KATE AND WOMAN 1 ON ONE SIDE OF ROOM)

KATE: Excuse me, madam. Do you use your safety belt when driving or riding in a car?

WOMAN 1: Are you kidding? I don't want to get trapped inside the car!

KATE: Did you know that you're safer inside? That you can really get hurt if you're thrown out?

WOMAN 1: I didn't know that.

(MIKE AND MAN 1 ON OTHER SIDE OF ROOM)

MIKE: Pardon me, sir. Do you use your safety belt when driving or riding in a car?

MAN 1: Listen. If somebody runs into me, I don't want to be stuck in a burning car!

MIKE: Did you know that less than 1 out of every 200 car crashes involves a fire?

MAN 1: I didn't know that.

(KATE AND MAN 2)

KATE: Excuse me, sir. Do you use your safety belt when driving or riding in a car?

MAN 2: Of course I do. I always buckle up when I go on a long trip.

KATE: What about short trips?

MAN 2: You don't need a safety belt for a short trip.

KATE: Did you know that most accidents happen on short trips?

MAN 2: No, I didn't know that.

(MIKE AND WOMAN 2)

MIKE: Pardon me, madam. Do you use your safety belt when driving or riding in a car?

WOMAN 2: They're too much trouble. Everybody knows that. Besides, I don't think they do any good.

COMMENTATOR: Well, that's our story on safety belts. Many people don't seem to think that safety belts make driving or riding in a car any safer. What do you think?

Activity 20

(FOR A LARGE GROUP)

Have the students plan and carry out a safety belt campaign. Ask them to define a target audience for their campaign before they begin: other students and teachers in their school, the neighborhood around the school, the town, their families.

Students can use anything from the first nineteen activities that seems appropriate. Ask them to consider their target audience when planning what activities to use in the campaign. Tell them that they should direct at least four separate activities involving the safety belt message to their target audience.

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